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ABSTRACT

Purpose of the study was to evaluate the effectiveness of the Little Tennessee Valley Charrette, a 3-county experiment in community participation in identification of educational needs and planning new programs. An evaluation team interviewed charrette participants and group discussion leaders to obtain information on the program as the basis for determining its effectiveness. The evaluation team found that the principal concern unifying the 3 counties had to do with the establishment of an educational cooperative. A major conclusion of the study was that further activities be aimed at the establishment of such a cooperative. Appended to the final report of the evaluation team are (1) the full text of the evaluation team's recommendations and (2) an assimilated version of the charrette findings for Blount, London, and Monroe counties in terms of curriculum; vocational, continuing, and adult education; facilities; students; and organizational needs. (Author/JH)

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FINAL REPORT

Project No. 1-D-013

Grant No. OEG-4-71-0059

LITTLE TENNESSEE VALLEY CHARRETTE

Alcoa City School System

Alcoa, Tennessee 37701

Charles M. Peccolo

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October 31, 1971

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

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F I N A L R E P O R T

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Alcoa City School System

Alcoa, Tennessee 37701

Charles M. Peccolo

October 31, 1971

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

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Introduction

In October, 1970, a series of meetings were held in Blount, Loudon, and Monroe Counties of East Tennessee in an effort to stimulate community interest and concern over the plight of education in that region and to secure input from citizens in as many walks of life as possible toward improving the situation. The area is characterized by a generally low level of income, by a lack of heavy industry, by a generally apathetic attitude on the part of the public toward education, and by a number of small schools organized along traditional lines and having a high dropout rate.

Meetings were held in communities of the three counties simultaneously and then a series of summary meetings covering the entire tri-county area were held. This process was known as the Little Tennessee Valley Charrette. It was supported by a grant from the Appalachian Regional Commission (ARC).

The Alcoa City School System, acting as fiscal agent for seven city and county school systems in the Charrette region, applied for and was granted $5,000 by the U. S. Office of Education for the purpose of evaluating the effectiveness of the Charrette and for summarizing its principal findings.

Procedures

A five-member evaluation team was named, under the Chairmanship of Dr. William Chase, Director of Facilities Development Staff of the U. S. Office of Education in Washington. Other members of the evaluation team were: Mr. Paul Campbell, Mr. Bruce Hinton, Mr. Sam Craighead, and Dr. Willis C. Nowell.

The evaluation team convened in Knoxville on June 16 and worked through June 18, interviewing as many group leaders and participants from the Charrette as could be made available. Each member of the evaluation team then summarized his findings and recommendations and forwarded them to Mr. John Vroon, who at the time was Acting Director of the Charrette. Mr. Vroon synthesized the individual reports into a rough draft called the "Final Evaluation Report" and mailed the composite to members of the team for their changes, additions, and corrections. Upon receipt of copies of the corrected report from individual members of the evaluation team, a final draft was prepared.

As pointed out by the team members themselves, the procedures were essentially subjective in nature, being based on interviews with Charrette participants held several months after the actual program was completed. No standardized instruments or feedback questionnaires were utilized.

Conclusions

Based upon their interviews with Charrette leaders and participants and upon a study of the background of the program, members of the evaluation team reached the following conclusions:

1. Improved lines of communication were established among superintendents of the seven school systems within the Charrette area.

2. An undetermined degree of growth and leadership among citizens of the three-county area occurred as a result of the Charrette.

3. The views of the limited number of citizens who did participate in the Charrette were seriously considered and recognized in the final recommendations growing out of the meetings.

4. Many of the recommendations made for each of the three counties had little in common with those for the other two counties in the Charrette region.

5. Little consideration was given to overall coordination of the educational programs in the three counties.

6. Concern for improved vocational education seemed to be a priority item among participants, although little consideration was given for programs to meet the real needs of students, especially those considered potential dropout candidates.

7. Strong support for an educational cooperatives was evidenced by most of the participants and the establishment of such a cooperative should be encouraged as much as possible. A major problem in implementing this recommendation will be securing participation and involvement of the various school districts and overcoming misrepresentations and misunderstandings as to the purpose and programs of the cooperative.

The team concluded: "With proper management and organization, the educational cooperative will, in the minds of the evaluation team, serve as one of the real tools or vehicles for more thorough and coordinated planning within and across district lines."

Recommendations

Major recommendations of the team, based upon its evaluation of the Charrette process and of followup meetings held during the post-Charrette period but prior to the convening of the evaluation team, were as follows:

1. Further work should be done to encourage community participation in school matters, especially by students and parents.

2. Demographic data on participants would help establish the authenticity of the Charrette reports and recommendations.

3. Local educators should review the Charrette results to help determine needed changes at the local level. In this manner, the Charrette becomes a means of obtaining feedback from the various publics served by the different school systems.

4. Future programs should strive for more widespread representation and input from a variety of local state and federal agencies, some outside what is ordinarily considered to be the field of education.

5. Planning committees should be organized and encouraged to implement as many of the Charrette recommendations as possible.

The evaluation team devoted a special section to recommendations concerning the establishment of an educational cooperative. It saw the cooperative as having "great potential to provide needed regional educational programs and to foster educational change." These recommendations in general dealt with the need for local school districts to assume more responsibility and initiative in organizing and operating the cooperative and to become less dependent for leadership upon personnel from area universities and other governmental agencies. It also was recommended that, considering the financial plight of the area, funding should be sought from other sources for a majority of the cooperative activities, while at the same time each participating school district make at least a minimal financial contribution to help support the basic administrative staff.

The team noted that the cooperative, while seen primarily by Charrette participants as a means of providing new services to local school systems, could also serve as a change agent "with a potential to bring about behavioral change on the part of administration, supervisors, and teachers in local school systems."

The full text of the evaluation team's recommendations is given in Appendix A.

It should be noted in connection with the preceding recommendations about an educational cooperative such an organization now is in the process of being formed to serve the three-county Charrette region. All of the school systems and five of the seven governmental agencies in the Charrette region have agreed to participate in the cooperative, and a board of directors has been elected, composed of representatives from the participating systems and local governments. A director of the cooperative has been employed and work is underway to secure facilities for the administrative staff. A proposal has been submitted for basic funding needed to establish the cooperative and to begin some preliminary programs in the area of vocational guidance, adult education, and early childhood education. Planning reports were completed by subcommittees of the Charrette Steering Committee.

Results

A major finding of the evaluation team was that the Charrette process seemed to rise out of concerns held by various groups within and without the Charrette region over two proposed developments. One was Timberlake, a prospective planned community suggested for the shores of a new impoundment, and the other was an educational cooperative to serve the seven school systems of the three-county Charrette region. These were the two new programs concerning which there was the most unified support among the Charrette participants. Elsewhere in the discussions, the evaluation team found that most concerns were with local problems which did not greatly affect the other systems in the region. The evaluation team found that, while there was concerted effort to involve as many local citizens as possible in the Charrette process, the actual participation was somewhat disappointing and that there was some difficulty among those who did participate at arriving at an overview of the long-range needs of the entire region. A concern of the team was the large degree of representation at Charrette discussions by special interest groups and agencies and for the influence that these groups may have had on the decisions which were made. One reason for this situation was not through the design of the agencies themselves, but because of the limited number of participants from the general public.

The findings of the evaluation team are given in full in Appendix B to thie report, which contains the final document produced by the evaluators.

Department of Health, Education, and Welfare

Grant No. OEG-4-71-0059

NAME AND ADDRESS OF GRANTEE INSTITUTION	TRANSACTION NO.	DATE OF THIS REPORTING PERIOD
Alcoa City School System Alcoa, Tennessee 37701	710E5719	FROM June 1-71 TO October 1-71
	INSTITUTIONAL ID NO.	PROJECT PERIOD
		FROM June 1, 1971 TO 10/1/71
		☒ CHECK IF FINAL REPORT

1. Expenditures of DHEW Funds for this Report Period

a. Personnel	$ 1,340	h. Alterations and renovations	
b. Consultant services		i. Other-Contracted Evaluation and Final Charrette Report with University of Tenn.	$2,500
c. Equipment	100	j. Total direct costs	$5,000
d. Supplies	500	k. Indirect costs: Rate ____% ☐ S&W ☐ TDC Base $____	
e. Travel, domestic	560		
f. Travel, foreign		l. TOTAL	$ 5,000
g. Patient care costs			

2. Expenditures from Prior Periods (previously reported)	
3. Cumulative Expenditures	5,000
4. Total Amount Awarded - Cumulatively	5,000
5. Unexpended Balance (Item 4 less Item 3)	0
6. Unliquidated Obligations	
7. Unobligated Balance (Item 5 less Item 6)	
8.a. Cost Sharing Information - Grantee Contribution This Period	
b.% of Total Project Costs (Item 8a divided by total of Items 1 and 8a)	%
9.a. Interest/Income (enclose check)	
b. Other Refundable Income (enclose check)	

10. Remarks

I hereby certify that this report is true and correct to the best of my knowledge, and that all expenditures reported herein have been made in accordance with appropriate grant policies and for the purposes set forth in the application and award documents.

SIGNATURE OF INSTITUTION OFFICER

10-1-71
DATE

HEW-480 (REV. 9/67)

REPORT OF RESEARCH GRANT EXPENDITURES

BUDGET BUREAU NO. 122-R0119

APPENDIX A

EVALUATION REPORT

Charrette and Post-Charrette Activities

Little Tennessee Valley Charrette Steering Committee

The Evaluation Team

The Evaluation Team was selected to represent expertise in the areas of the Charrette process, planning, vocational-technical education, facilities development, special education, and educational cooperatives. Members of the team included:

Dr. William Chase, Chairman
Deputy Director of Facilities Development Staff
Department of Health, Education, and Welfare
U. S. Office of Education
Washington, D. C. 20202

Mr. Paul Campbell
Manpower and Human Resources
East Tennessee Development District
1810 Lake Avenue
Knoxville, Tennessee 37916

Mr. Bruce Hinton
Director of Vocational-Technical Education
Knox County School System
400 Hill Avenue
Knoxville, Tennessee 37902

Mr. Sam Craighead
Executive Director
Regional Educational Cooperative
California, Pennsylvania

Dr. Willis C. Nowell, Director
Psychological Services
Tennessee State Department of Education
132-D Cordell Hull Office Building
Nashville, Tennessee

The Evaluation Procedures

The evaluation was conducted beginning on the evening of June 16, 1971, with a dinner and orientation meeting. Meetings were conducted throughout the day and evening on June 17. The evaluation team further

worked through the morning of June 18 in gaining additional information and in preparing their individual reports.

Prior to the evaluation sessions, the following activities were undertaken. Copies of the purposes of the evaluation and a proposed agenda for the sessions were mailed to all members of the evaluation team and to all members of the Charrette Steering Committee. Publicity for the sessions was placed in the hands of the chairman of the Publicity Committee. In addition, members of the evaluation team received copies of the final Charrette report, quarterly reports of activities prepared for the Appalachian Regional Commission, and copies of planning reports completed by subcommittees of the Charrette Steering Committee.

The proposed agenda for the meetings was established in order to encourage individuals involved in specific activities to be present in appropriate sessions. Generally, the agenda called for all members to be present at the orientation sessions. Members of the Charrette planning committees were encouraged to be present at the morning session, members of fiscal and educational agencies at the afternoon session, and members of post-Charrette planning committees at the evening session June 17.

Although an agenda was planned for this purpose, the evaluation team was given the freedom to alter procedures as it saw fit and was asked to give the necessary direction and specificity to the sessions to gain more adequate assessment of activities.

In the afternoon prior to the first session, those members of the evaluation team who could attend met with the acting director of the Charrette Steering Committee to discuss the agenda and direction of evaluation activities. The team met between sessions to further define procedures and to develop an outline for the evaluation report under the leadership of the team chairman, Dr. William Chase.

It was decided that general outline of the report should include observations of the Charrette process, observations of the product or results of the Charrette (specifically with regard to the final Charrette report, extent of community involvement, and the emergence of community leaderships), and observations regarding activities undertaken by the Charrette Steering Committee to implement recommendations made through the Charrette. Attention was to be given to recommendations regarding solutions to existing problems, correction of weaknesses, and future planning activities, with special emphasis on development of an educational cooperative and operational programs in the school districts. Team members would submit observations and recommendations concerning their fields of specialization as well as overall comments regarding Charrette and post-Charrette activities.

The team further established the following procedures for completion of the evaluation report: (1) submission of individual reports to the acting director; (2) organization and editing of these reports by the acting director; (3) return of the report to team members for additions and corrections; and (4) completion of the final report by the acting director.

Observations

The following observations were reported by members of the evaluation team:

A. General Observations Concerning the Evaluation Sessions

1. Two factors were of no little significance in this evaluation process: namely, none of the team participated in the actual Charrette, and there were but 10 to 12 actual Charrette participants who shared their views and reactions with the team through most of the evaluation sessions. The participants in the evaluation sessions expressed their disappointment in the failure to get broad participation from lower income groups within Blount, Loudon, and Monroe Counties during the Charrette process and during the evaluation.

2. A sincere effort was made to secure an objective view of the entire evaluation procedure, delving into as many aspects of it as possible and as deeply as possible within the limitations described above. Recognizing the efforts of many individuals and agencies in this Charrette, the importance of it, and the potential impact that may result from it, the evaluation team in all instances attempted to maintain a positive, constructive approach. Criticism or critical observations were made in this spirit. Although some participants seemed to feel that the team was hypercritical at times, the team made every effort to get true, unbiased views of the process, procedures, and product of the Charrette. The questions asked and answers sought were pursued with this in mind.

B. Observations Regarding the Charrette Process

1. Basic purposes of the Charrette seemed to arise from consideration about Timberlake, a prospective planned-community, and the establishment of an educational cooperative in the three-county area. Several participants felt that this influence affected attendance at the Charrette and that those opposed to the Timberlake project probably failed to take part.

2. The goals, purposes, and objectives of the Charrette developed by the Steering Committee were centered about the total educational programs in the various districts, the efficiency of the same, and how best the school districts could be organized and operated. Although

this was the intent of the total Charrette effort, each of the counties and the districts seemed to view the ramifications from its own particular point of view.

3. The specific activities of the Steering Committee prior to the Charrette seemed to be quite indefinite and did not stimulate or generate the kind of interest desirable for such an undertaking.

4. There was adequate evidence of ample effort to involve local citizens and appropriate agencies. The method used to elicit local participation, namely by holding meetings in each of the counties, presented a mixed effect. On the one hand, individual county meetings provided a functional medium for grass roots participation in a large geographic region. However, on the other hand, this fragmented process seemed to preclude the participation of individual groups in the total process. As a result, it would appear that the Charrette was conducted as three separate programs, one in each county.

5. The general consensus seemed to be that overall participation was limited or at least restricted to people who were already interested and concerned about the problems to be solved. The statement was made several times that, because there were no real burning issues, the public was generally apathetic, uninterested, and otherwise indifferent to the activity.

6. There was some concern over preponderance of interest groups such as UT and TVA and over the influence of these groups on the kinds of decisions made. The team felt that, in many instances, this participation was probably dominant but primarily by default. At times and on occasions it was reported that there was not enough general citizen participation to avoid the imbalance. This concern over the role and interest of the above agencies was not only expressed in regard to the Charrette but also seemed to develop into evern a greater issue when the post-Charrette planning activities were discussed. Post-Charrette committees seemed in some instances to be dominated by representatives of the outside agencies.

C. Observations About Product of Charrette Activities

Included in this section are the means and methods of arriving at conclusions and recommendations, the development of working materials, and the actual Charrette report.

1. There was general agreement that positive lines of communication were established among the superintendents of the several school systems.

2. There was evidence of growth in leadership among citizens through the Charrette process, but the extent of growth remains to be seen. There was some evidence of stronger leadership in some areas than in others, but, in all there remained a tendency to depend upon

the expertise of individuals from UT and TVA for continued followup. It is quite evident, too, that the prospect of the educational cooperative to assume the leadership role and decision-making capability is a natural and logical step.

3. There were a number of concerns raised by the team about recommendations in the Charrette report. Attempts were made to determine the validity of the recommendations in terms of participant involvement. The consensus of the evaluation was that the needs and the desires of the Charrette participants were well respected, listened to, and expressed in the recommendations.

4. Since this Charrette appeared to be, in effect, three separate Charrettes, recommendations developed for each county seemed to have little relationship to other recommendations. For example, the recommendation for construction of three high schools in Blount County could, in effect, preclude the need for the perimeter high school, or vice versa.

5. Occasional consideration was given to coordinating portions of programs, but little consideration seemed to be given to transportation, finance programs, and other importance aspects. Throughout the evaluation, the team had concerns for the consideration and relationships of the learning objectives (educational program requirements) to educational needs (resources--human, dollar, and facility to meet or accomplish those objectives).

6. It is evident that vocational offerings in the tri-county area are very limited. Extensive studies were made regarding the needs and desires for vocational programs. As a result, vocational education seems to dominate the educational plans for the area. With the concentration of concern on vocational education and comprehensive high schools, there seemed to be little evidence that attention had been given in post-Charrette planning to basic reading and other courses and programs at the elementary and high school levels to encourage potential droupouts. It was felt by some present that local priorities were determined largely without regard to funding available for certain programs rather than by the real needs of the students, and that on occasion program officials most removed from the local scene set those priorities. This was particularly true with reference to federal and state programs.

7. The common thread which seemed to tie the several school districts together was the recommendation to establish an educational cooperative. The educational cooperative, as conceived and described in the report, appears to be a workable and practical effort. There seemed to be strong support for its establishment as evidenced by the fact that all but two of the agencies involved have signed the cooperative contract agreement. There is a real opportunity to develop local leadership to deal with local problems. All team members agreed on the general merits and value of the cooperative as long as local school

officials and lay citizens generally were in control. One of the real problems in this kind of process or program is to get the participation and the involvement of the various districts concerned. Inevitably, there will be some misinterpretations and vested interests, but these are not insurmountable. With proper management and organization, the educational cooperative will, in the minds of the evaluation team, serve as one of the real tools or vehicles for more thorough and coordinated planning within and across district lines.

8. There was no indicative in the report of a financial plan to support the construction and operation of schools recommended.

9. Demographic data, organizational plans, discussion notes, graphics, and other working material developed or prepared during the Charrette process were not preserved and incorporated into the final Charrette report. It was felt that evidence of this sort should have been made available as appendices to the report.

Recommendations

A. General Recommendations for Correcting Weaknesses and Future Planning

1. The effort to involve broad base citizen participation should continue. The final Charrette report indicates that there are large numbers of students who are not being served well by the schools. Emphasis should be placed on involving students and parents from this group.

2. The final report of the Charrette should be supplemented by some presentation of the base data gathered from participants. This could be presented as an appendix and would help establish authenticity of the report.

3. The results of the Charrette should be reviewed by working committees which could isolate specific needs that might lead to specific operational programs. Other aspects of education must be studied with the same depth as vocational education.

4. The post-Charrette planning committees should be expanded to include persons other than consultants and educators. This would create a pool of informed individuals who could help develop public acceptance of programs.

5. The local educational agencies should be encouraged to review the results of the Charrette to determine needed changes at the local level. There seemed to be a major emphasis on what could be done on a "cooperative" level, and this is to be encouraged. However, the local educational agencies must act on those needs which are purely local matters.

6. A real concern of the evaluation team was that there was not enough input from agencies or planning groups such as city and county planning commissions, federal and state highway commissions, health and welfare groups, etc., having related problems of planning, development management, funding, and operation. It is entirely conceivable that many of these programs can well implement and supplement one another if understood by all concerned. Evidence has been clearly shown in other instances, of which Pontiac, Michigan, and Atlanta are examples that this can be done.

7. There was a real concern for the continuity of an equivalent steering or planning committee to carry on the work that has been done prior to, during, and following the Charrette. Since several months have elapsed, some sort of meeting should be set up immediately to hare with participants and others what has been done in this regard and what remains to be done. Efforts should be made to develop a definite procedure for implementation of the recommendations and the continual evaluation of the planning. It was expressed that this kind of activity would fall within the province of the educational cooperative; therefore, it is imperative that the good efforts which have been made to this point have assurance of continuity regardless of the vehicle. It would be valuable to develop and maintain overall comprehensive and long-range plans of program requirements, facilities needed, and financial plans in the several districts. In this fashion it would be possible to see where some programs could be dovetailed or, on occasion, combined; where resources can be modified, added, or deleted as demands increase or decrease; and where greater support can be obtained through various local outside funding sources. One of the first steps to be pursued in the continuation of activity is to establish a PERT or CPM chart of projects and endeavors which clearly defines lines of accountability and responsibility for all districts. This will not only systematize the planning, but will provide opportu ities for continual evaluation of planning and procedures, as well as opportunities for greater community support through a proper public relations program.

B. Recommendations Regarding the Establishment of an Educational Cooperative

1. The educational cooperative has great potential to provide needed regional educational programs and to foster educational change. However, the success of any cooperative is directly related to the following:

a. The thoroughness of preplanning activities.
b. The degree of commitment of the participating agencies and other supporting agencies.
c. The provision of adequate financial support.
d. The adequate assessment of needs and the establishment of priorities.

e. The development of adequate personnel and administrative policies.
f. The selection of capable staff.

2. The role of the local educational agencies and/or governmental agencies must be established within the contract or policy of the cooperative. The process for approval and financing of cooperative programs should be specific to avoid friction between cooperative agencies.

3. There seemed to be some concern about the role of TVA, ARC, and UT in the development and operation of the cooperative. The role of the above and all other supporting agencies should be established.

4. It is evident that local educational agencies are depending upon university personnel to provide leadership in the development of the cooperative. The University of Tennessee's Bureau of Educational Research and Service should encourage local educational agencies to assume a greater role in the development and operation of the cooperative.

5. The severe strain on local financial resources make it impossible to provide full program funding. However, local educational agencies should be encouraged to make at least a minimal local contribution to the cooperative to support the basic staff.

6. The committee responsible for the selection of an executive director should seek a person who has not only the necessary educational qualifications, but who also has the ability to administer a service agency.

7. The emphasis during the evaluation sessions seemed to center on the cooperative as an agency which could provide new services to local systems. Equal attention should be given to the cooperative as a change agent with the potential to bring about behavioral change on the part of administrators, supervisors, and teachers in local school systems.

8. Emphasis was placed on the use of federal funding for program development in the cooperative. This is an excellent approach to financing the program, and perhaps the only approach in an area so economically depressed. However, two concerns must remain foremost in the development of programs that are submitted for federal funding: (1) the programs based on high priority needs rather than federal guidelines (opportunity approach) and (2) the possibility of continuing the program beyond the time of allowable funding from federal sources.

Appendix B

LITTLE TENNESSEE VALLEY CHARRETTE

Observations and Recommendations to Date

Published on Behalf of the
Little Tennessee Valley Charrette Steering Committee

Compiled and Edited by

C. William Day

Published by
The Bureau of Educational Research and Service (BERS)
College of Education
The University of Tennessee
Knoxville, Tennessee

ACKNOWLEDGEMENTS

The Bureau of Educational Research and Service (BERS) wishes to express its appreciation to Oda Lou Sloan, Lee Price, Gene Akins, and Stewart McNeil who served as county chairman for this Charrette. This report could not have been completed without editorial assistance from Barbara Bryan and the coordinating efforts of Post-Charrette Director, John Vroon.

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INTRODUCTION

For about four years the Tellico Area Planning Council has been developing plans for the proposed "Timberlake" community to encompass parts of three counties, Blount, Loudon, and Monroe. As one aspect of this process, the seven superintendents in the area formed a committee to consider the educational dimensions of the projected community. During their discussions it became apparent that it was inadequate to consider educational planning just for the Timberlake community. It was decided that educational planning should include the entire three-county area.

A group representing the seven public school systems and the local governments in the Blount, Loudon, and Monroe tri-county area, therefore, instigated the development of a series of meetings designed to gain widespread community involvement in education. The "charrette" technique was selected in order to facilitate multi-group involvement in the geographical area and to provide a means for studying and resolving educational problems within the context of total community needs.

The steering committee composed of school administrators and local government officials (for a complete listing, see Appendix A) proceeded to plan the charrette. They approached The University of Tennessee School Planning Laboratory to provide leadership in the development of the charrette. A consultant committee was established to identify

local and non-local professionals for participation in the charrette. (For a complete list of consultants, see Appendix B.)

Basic funding was provided by a $25,000 planning grant awarded by the Appalachian Regional Commission. Additional monies were contributed by the Tennessee Valley Authority, the seven local school systems, and the Office of Civil Defense through the Facilities Development Staff in the United States Office of Education. The Tennessee State Department of Education and the National Center for Educational Research and Development, U.S.O.E., in addition, committed their support.

The steering committee designed the charrette format to run for nine consecutive days, October 12-20, 1970, with daily discussion groups meeting from 10:00 a.m. until business was completed in the evening. The charrette was structured so that sessions would run simultaneously in each county. Participants included educators, planners, architects, economists, psychologists, local public officials, citizen participants, and students.

For one week citizen sessions were held in each county. Saturday was a work session for the battalion of consultants. On Sunday, final reports from each county were presented at the joint session held at Lenoir City High School in Loudon County. During the last two days of the charrette participants from all three counties and consultants met at Lenoir City High School for the purpose of preparing the three counties' reports.

Subsequently, the steering committee of the Little Tennessee Valley Charrette contacted The University of Tennessee Bureau of Educational Research and Service for assistance in formalizing a final report for the tri-county educational charrette. The following chapters represent the assimilated reports of the consultants.

Appendix C lists all of the Committees formed by the Little Tennessee Valley Charrette Steering Committee to accomplish Pre-Charrette, Charrette, and Post-Charrette activities. Appendix D lists the supporting agencies and their representatives.

CURRICULUM

The comments which follow are based on conversations held with Charrette participants from each of the three counties, discussion groups within each county, and the three counties collectively. This section was prepared from the individual reports of the following consultants: Dr. John Rye Kinghorn, Dr. Russell French, Dr. Robert Howard, Dr. Mike Nunnery, Dr. Garry Ubben and Dr. William Feltner.

There was much discussion about the importance of teaching the individual. The educational systems, however, are locked in to the teaching of subjects which appeal to the relatively few students who are of high ability and are able to achieve in the favored disciplines. As a result of this current emphasis, the educational system turns out unskilled and untrained graduates and dropouts into a work force that has no place for them. For some youth the secondary school is their last chance for full-time education; consequently, their preparation for a job must come during high school.

The consultants for the Little Tennessee Valley Charrette have listed the following problems with some possible solutions.

Elementary Education:

An awareness of the importance of maintaining and strengthening elementary programs was evident. It was suggested that exploratory experiences at the elementary level be developed and expanded. This kind of background

has implications for college preparation and vocational-technical choices at secondary levels. Furthermore, the kindergarten and elementary school experiences should be strengthened.

Secondary Education:

Students are not sufficiently involved in planning their educational program and experiences. Offering a greater variety of programs will alleviate the problem but appropriate guidance must be provided the student. Serious concerns centered around a greater variety of program offerings, reduced class size, more and newer instructional materials including updated textbooks, flexibility in scheduling, independent study programs, student activities, twelve months of school, and student participation in the decision-making process in school and community.

Higher Education:

Certain vocational and technical programs might be considered as part of higher education rather than at secondary and elementary education levels. Local institutions such as Hiwassee College are already providing several vocational programs. These programs should be strengthened particularly as needs increase. Technical offerings seem seriously lacking within the geographic area. Serious attention must be given to this situation. Certain programs in both vocational and technical education can be included in the comprehensive high school concept.

Other Problems:

1. Communication could be improved between teachers

and students, administrators and students, and parents and educators.

2. According to some students the learning program could be more useful and interesting than it is currently. They feel that school is boring and dull and that little takes place that is of value. They indicated the desire to help determine what and how they are going to learn and to be involved in decisions that affect their lives.

3. Extensive efforts are needed to change or improve classroom instruction and curriculum selection and implementation procedures. Much greater individualization is needed throughout the school structure.

4. There is a need for improved programs and facilities in physical education and physical fitness (not inter-scholastic athletics).

Possible Solutions:

1. Mini-courses of high student interest could be made available. The courses could be from two (2) days to six (6) weeks in length. Students could conduct the courses as well as adults. All courses would be student-centered with high student involvement.

2. Independent study programs should be available for all students regardless of ability level. Independent study programs would not be required of all students but a student would be free to select independent study.

3. The school staff and student should investigate various forms of scheduling that would make possible a more flexible use of time.

4. There must be a regular scheduled time for students to voice their concerns, needs, feelings, and perceptions. Teachers and administration must listen and encourage students to express feelings.

5. Teaching is more than talking, and learning is more than listening. There should be less emphasis on teacher talk, more emphasis on student activities, and varied kinds of learning activities available.

6. Students need a wide variety of learning experiences, some of which may and should occur outside the confines of the school. Students must have contact with personnel other than the regular teaching staff. This may mean scheduling up to one-half of a student's time during the eleventh or twelfth years of school off campus pursuing learning activities in business and industry. Out of school experiences must not work a "hardship for the student." Independent study, work experiences, community service could be a part of the school day and not added on to the school day. Students should receive credit toward graduation for out-of-school learning experiences.

7. There should be less emphasis on rules and regulations. The current rules should be reviewed to determine if they are still relevant.

8. Not all students need to learn the same things. When students are allowed to pursue content that is interesting and relevant to them, then textbooks and materials in the school become resources rather than a predetermined sequence that must be mastered.

9. The school staff and students should review present policy and determine how school buildings can be utilized more extensively.

10. School must be "student centered." The question must always be "What is best for students?" Educators must listen to and consult with students.

11. Teachers and students should consider placing some courses on a performance contract basis. Performance, not time in class, would determine grades.

12. Student council is not adequate for encouraging student expression. New and different forms of communication, therefore, must be investigated. For example, the principal should be free 3 or 4 days a month to do nothing but listen to students. This would be a time for the principal to listen (not tell, talk or get on the defensive) to students. Students could come to a given room during their study hall and from classes, have refreshments and "tell it like it is." The administration and teachers would do well to just listen to students frequently.

13. The elementary school should assist students to develop a positive self-concept. Students should experience success frequently and failure seldom. Students must enter high school with a positive attitude toward learning.

14. After listening to large numbers of students, hearing from some dropouts, and reviewing the physical dropout rate, consultants recommend that inservice training programs assisting teachers in reviewing, developing, and implementing various innovative ideas be initiated.

15. Opportunities should be available for seniors to take courses at various schools for college credit.

16. The school staff and students should consider changing school policy so a student could finish high school in three years.

17. There should not be a predetermined sequence or predetermined amount of material or content that a student must master. Students must be given the opportunity to select and learn things that are relevant, interesting and important to them.

18. Students should have an opportunity to investigate areas or subjects that may make adults uneasy.

19. Additional opportunities for student social experiences should be available. Many students expressed a desire for a "Student Center." The school and community should jointly review student concerns about social needs.

20. Adequate learning materials do not seem to be available. Additional materials alone, however, would not greatly improve the learning program.

21. A review of the grading system is needed.

22. The learning program must be student centered, not teacher centered.

23. If a student drops out of school, he should be encouraged to return at any time.

VOCATIONAL, CONTINUING, AND ADULT EDUCATION

The comments which follow are based on conversations held with Charrette participants from each of the three counties, discussion groups within each county, and surveys and other printed documents which presented data and recommendations regarding individual counties and the three counties collectively. This section was prepared from the individual reports of the following consultants: Dr. Charles M. Temple, Dr. O. C. Stewart, Dr. John Peters, and Dr. Don Brown.

This report is primarily directed toward identifying the vocational and continuing educational needs of the three-county area. The data presented in this section should be evaluated in terms of its identification of these needs and is not intended as a criticism of any system or county. The data are pertinent, however, as they strongly point to many of the vocational needs of the area. Through recognition of these needs, it is anticipated that each individual county and the combined efforts of the counties can be instrumental in alleviating major educational deficiencies.

In 1969, there were 1,472 student failures in the seven school systems which comprise the Little Tennessee Valley. Over the last five years, figures published in the State Department's Annual Statistical Report revealed that a total of 8,873 student failures had occurred in the

seven school systems.(8) Moreover, figures for 1969 show that two of the counties had a dropout rate in excess of the state average. The high number of failures, coupled with excessive dropout rates and high youth unemployment in the three counties, point to a need for educators and interested citizens to identify the educational deficiencies of their systems and the educational needs of their residents.

There is an urgent need today for civic leaders and educators to understand the transition that is occurring in our labor market and in our schools. Yesterday there were demands for unskilled labor; consequently most high school graduates and many high school dropouts could obtain respectable positions in the labor force. However, today this is not true. Industries and business are insisting that potential employees bring some skills and knowledge with them. Too often today the prospective interviewees of a desirable position are asked to produce credentials showing that they have had some type of formal education or previous work experience in the field for which they are seeking employment. Many of these prospective employees are rejected, and they walk away embittered against a society which did not provide them with the knowledge and skills needed to obtain a desirable position in the labor force.

It is the responsibility of parents, civic leaders, and educators to counsel and to prepare these youths to make a useful and rewarding contribution in a contemporary society. More specifically it is the responsibility of the

educators of a community to be certain that their students have a saleable skill as they leave high school seeking their first employment. One of the greatest challenges to the educational system today is the preparation of these students who will not enter or complete college to assume a respected and meaningful place in a mobile society. One acceptable method of equipping students with a saleable skill and preparing them for entry into the world of work is through the vocational education programs in the high schools.

East Tennessee is becoming more aware of the need for better vocational and continuing education programs for students and residents of the area. This was attested to by a study conducted in 1968 by Johnson and Lowry on the economic needs of East Tennessee. They stated:

> Vocational training includes programs which teach skills as part of their high school curriculum and programs which either train or retrain adults already in the labor force. This training is vital to the District's development. Not only do higher skills increase the earning potential of a worker, but industries tend to locate in an area where the needed skills either exist or can be developed.(2, p.157)

In the fall of 1970, the Little Tennessee Valley region with a population of approximately 110,000 residents had a high school population of approximately 7,000 students. The results of three recent studies conducted by Temple in the three counties comprising the Little Tennessee Valley indicated that over 60 percent of the students in

each county were interested in enrolling in vocational programs.(4, 5, 6) The main problem seems to be a deficiency in the number of vocational programs which were available to the students. Other studies recently conducted in the three counties also had indicated the need for vocational programs throughout the area. (3,7) The latter studies revealed that there was a serious lack of educational opportunities for adults in the tri-county area. A publication released by the East Tennessee Development District stated that of the 55,000 adults (those of age 25 and over) in the three counties, 18 percent had received less than five years of schooling.[3] The publication also contained specific goals for the three counties related to economy and efficiency. Two of the seven goals relating to economy and efficiency were goals primarily intended to improve vocational education in the area. One goal was as follows:

> To urge and expand programs for basic educational vocational training and retraining of adults, particularly for manufacturing and service jobs available in the vicinity nearby enabling them to re-enter the local job market.(1,p.34)

A brief look at the individual counties also reveals a need for more extensive vocational and continuing education programs for all of the residents of the area.

BLOUNT COUNTY, with a population of approximately 65,000 residents had a student body of slightly over 4,100 students (grades 9-12) in the fall of 1969. The three school systems in Blount County (Alcoa, Maryville, and Blount County) exceeded most of the surrounding counties in educational

opportunities for its residents but did not have extensive vocational programs at this time. The three systems in Blount County also had an excessive student failure rate with 733 students failing to be promoted in 1969. From 1965 through 1969, a total of 4,051 students failed to be promoted in the three systems.(8) While not experiencing as high a dropout rate and youth unemployment as the other two counties in the Little Tennessee Valley, Blount County educators were aware of a serious educational deficiency in their system.

In 1968, Blount County educators solicited the University of Kentucky to do a study of their three systems. One of the recommendations made by the staff of the University of Kentucky was that the three school systems consolidate their vocational programs. Based on this recommendation a study (6) of the vocational needs of Blount County was conducted and completed in 1970.

A total of 12,292 questionnaires were distributed throughout Blount County and 7,319 were completed and returned for an overall rate or return of 64 percent. Eight groups returned questionnaires and some of the more salient findings are included here to depict the needs and desires of residents of Blount County.

Employers of Blount County were highly in favor of vocational programs for students (96 percent) and adults (92 percent). Seventy-five percent of the employers stated that they would encourage their employees to attend vocational courses and 45 percent stated that they would pay

their employees' expenses to attend vocational courses relevant to their jobs.

A total of 2,093 students (58 percent) in Blount County were interested in enrolling in vocational programs and 62 percent of the parents polled were interested in their child enrolling in vocational programs. Thirty-eight percent of the parents (887) stated that they were interested in attending adult vocational programs.

The study also revealed that almost half (46 percent) of the graduates of Blount County did not go to college.

While there was a large percentage of students from the three systems pursuing post-secondary education, a detailed study of the 1965 graduates revealed that almost 73 percent had not graduated from college. Ninety percent of all the graduates surveyed also stated that they felt that diversified vocational programs would have helped students of their acquaintance to remain in school.

Of the dropouts who participated in the Blount County study, 71 percent had not continued their formal education after withdrawing from school. Twenty-five percent of the dropouts polled were unemployed and only 28 percent were employed fulltime. When asked if they thought vocational programs would have influenced their friends who dropped out of school, 87 percent stated that more extensive vocational programs would have influenced dropouts to remain in school. A majority, 77 percent of the dropouts were interested in enrolling in adult vocational programs.(4, pp.119-130)

LOUDON COUNTY, with a population of approximately 25,000 residents, had a student body in the ninth through twelfth grades of approximately 1,600 students in the fall of 1970. While exceeding some of its sister counties in providing opportunities for its residents, Loudon County did not have extensive offerings in vocational education. In a recent survey conducted by Tanner, it was revealed that the median school years completed by adult residents of Loudon County was 8.7 as compared to the National average of 10.6 school years.(3, p.48) A strong recommendation for providing additional vocational education programs was also made in this study.

Statistics supplied by the Tennessee Department of Education revealed that Loudon County had 303 student failures in 1969. From 1965 through 1969, a total of 1,775 students failed to be promoted in Loudon County.(8) The rate of unemployment for youth in 1969 (15.6 percent) exceeded the state average (12 percent) for youth unemployment and the rate of school dropouts. As would be suspected, there is a high correlation between high youth unemployment and the rate of school dropouts. The fact that Loudon County had a dropout rate in excess of the state average in 1969 supports this finding.(7, pp.11-15)

Realizing the inadequacies of their vocational education programs, Loudon County educators were instrumental in implementing a study of their vocational needs. Questionnaires (3,704) were distributed throughout the county and a

total of 2,245 residents (61 percent) participated in the survey. Of five groups surveyed, all indicated a desire or need for more extensive vocational programs for both students and adults in Loudon County.(5)

Employers of Loudon County were highly in favor of vocational programs for students (99 percent favored) and adults (100 percent favored). An extremely high percentage (93 percent) of the employers stated that they would enccurage their employees to attend vocational courses and 52 percent stated that they would pay their employees' expenses to attend vocational courses relevant to their jobs. A sizeable number (820) of students in Loudon County were interested in enrolling in vocational programs with a total of 340 parents (49 percent) stating that they were personally interested in enrolling in vocational programs.(5)

MONROE COUNTY, was found to be very similar to Loudon County with regard to educational characteristics previously outlined. With a population of approximately 24,000 residents it had a high school student body of approximately 1,500 students in the fall of 1970. Identified by the Tennessee State Department of Education, Monroe ranked among the top four counties as a depressed County for 1969. It also ranked third in unemployment for 1969 in the state. This fact was reflected in the county's astronomically high youth unemployment rate of 35.4 percent. This was the third highest rate in Tennessee in 1969. As would be suspected, there is a high correlation between high youth unemployment

and the rate of school dropouts. This was supported by the fact that Monroe County had a dropout rate in excess of the state average.(7) Monroe County exceeded proportionally the other two counties in student failures. In 1969, there were 346 students who were not promoted. Over the five-year period from 1965 to 1969, there were a total of 2,865 students who were not promoted.(8)

The educators of Monroe County, as the other two counties, were aware of the deficiencies of their vocational education programs and were also instrumental in implementing a study of their vocational needs. A total of 2,097 people (60 percent of those sampled) participated in this study.

The results obtained in Monroe County were very similar to those obtained in the other two counties. Of the three counties, Monroe County displayed the greatest need for improved educational facilities, and vocational programs. All groups surveyed favored or desired vocational programs for youths and adults. A substantial proportion (92 percent) of the employers stated that they would encourage their employees to attend vocational courses and 56 percent stated that they would pay their employees' expenses to attend vocational courses relevant to their jobs. A substantial number (695) of students (61 percent) stated that they would be interested in taking vocational courses in High School. Parents responded in a similar way with 297 parents (62 percent) in Monroe County stating

that they would personally be interested in enrolling in vocational programs.

Needs

Many of the sessions held in the three counties were not specifically oriented toward vocational and continuing education for youths and adults. However, in nearly all of the sessions vocational needs was one of the underlying themes. Several of the more germane comments relating specifically to vocational and continuing education expressed by residents of the three counties were as follows:

1. A need exists for a broader curriculum to include vocational-technical programs.
2. The number of school dropouts must be reduced.
3. There exists a need for adult education (basic education through the post graduate levels) including the training and retraining of teachers.
4. There is little vocational-technical education at the high school and post high school levels.
5. There is a definite need for more vocational guidance programs.
6. A tri-county vocational planning group should be established.
7. Hiwassee College should be considered as a vocational center.
8. A need exists for vocational programs in the three counties regardless of future developments in the Timberlake project.
9. Vocational programs in high schools should prepare for immediate employment into entry level jobs and serve as a background for post high school vocational preparation.
10. Some vocational programs needed--distributive education, clerical, business machines, plumbing, electricity, small engine repair, auto mechanics,

refrigeration, radio and TV repair, sheet metal, building trades, and practical nursing.

11. The counties cannot afford too many duplications in high cost vocational programs.

12. Vocational opportunities are needed for adult retraining.

13. Vocational programs must be staffed by experienced journeymen--not "teacher college-types."

Recommendations

Introduction: There were a number of consultants working in the Little Tennessee Valley Charrette whose primary purpose was to listen as the residents of the area expressed their opinions concerning the vocational needs of the area. Based on opinions and information gathered from the Charrette and specific data that were available, several recommendations were made by the consultants. The following list of recommendations is by no means inclusive; it does, however, contain some of the more pertinent recommendations that reflect the needs of the tri-county area as expressed by the residents of that area. The recommendations are as follows:

1. A vocational coordinator should be employed by each county to work within that county in establishing and upgrading vocational and continuing education programs for the youths and adults of that county. The three directors would form the nucleus for a tri-county advisory committee on vocational education in the three counties.

2. A coordinating director should be employed by all seven school systems who would be the coordinator of all educational programs in the Little Tennessee Valley.

3. An advisory committee for vocational education programs should be established in each county

composed of the vocational coordinator, superintendents, employers, union representatives, journeymen, and lay citizens in order to assist in vocational and continuing education curriculum development and implementation.

4. A tri-county vocational advisory committee similar to the county advisory committee should be established.

5. A tri-county board composed of all seven superintendents and three other citizens from each county should be established. This would be the board for which the tri-county coordinator would work. This board would establish educational policies for the Little Tennessee Valley Cooperative.

6. Duplication of vocational programs and facilities should be avoided with maximum utilization made of the Knoxville and Athens post secondary school and Hiwassee College.

7. Vocational coordinators should explore the possibilities of bussing students for three-hour blocks of vocational studies in various systems.

8. Rotation of teacher personnel should be explored to supplement bussing.

9. Concentrated public relation programs must be undertaken to enhance the image of vocational education programs.

10. Maximum utilization must be made of all vocational and continuing education programs established. Special attention should be directed toward evening programs and programs for dropouts.

11. Pre-vocational courses (exploratory courses) should be offered to the students as early as is feasible.

12. A strong vocational guidance program should be implemented immediately with the responsibility of exploring needs of the community, employers, and students.

13. High qualified vocational guidance counselors should be employed.

14. Counselors should be charged with identifying

potential dropouts as early as possible and steps implemented to keep the student in school.

15. Placement services should be provided to all students.

16. Employment guidance and follow-up studies should be utilized to ascertain that the vocational courses are meeting the needs of all.

17. Remedial programs should be established where necessary.

18. The primary goal of all the programs should be to educate each student, using all means, resources, and techniques which will help the student to derive the maximum benefit from the program.

19. Educators should be charged with the responsibility that the program is not designed to meet merely the needs of the local community and industries but to prepare an individual to assume a position in a mobile society both vocationally, academically, and socially.

20. Cooperative vocational programs where feasible should be established with industry, especially for those students who need financial assistance.

21. Adult basic education classes should be increased to meet the needs of adults with less than a high school education.

22. Public schools and colleges should develop adult education programs to include subjects of mutual concern to students and their parents (i.e., drug education, sex education, and family relations).

23. The tri-county educational system should develop recreational and vocational programs for adults.

24. Close coordination should be established by the vocational coordinators with State Area schools, Employment Security Divisions, State Vocational Officials, and local colleges and universities. The expertise of all of these and similar agencies should be utilized in implementing vocational and continuing education programs.

25. Due to the increased cost normally encountered

in vocational programs, special consideration should be given to making maximum use of present and future facilities in the three counties. The three vocational coordinators should be responsible for insuring that maximum utilization is made of all resources--staff, facilities, students, industries, and other related areas.

FACILITIES

The comments which follow are based on conversations held with Charrette participants from each of the three counties, and surveys and other printed documents which presented data and recommendations regarding individual counties and the three counties collectively. This section was prepared from the individual reports of the following consultants: Mr. John Rogers, Dr. Ralph Finchum, Dr. Charles Trotter, Jr., Dr. John Tunstall, Dr. Mike Nunnery, Mr. Carson Boone and Mr. James Roembke.

The Little Tennessee Valley Charrette has afforded the citizens of Blount, Loudon, and Monroe Counties the opportunity to express their views, concerns, and suggestions relative to improving educational opportunities in the tri-county area.

If the schools of the tri-county area are to reflect the educational hopes and aspirations of the citizenry, major changes must occur in curricular offerings and content, teaching methods and practices, and facilities which house the educational programs. The assessments which follow reflect the attitudes and suggestions of Charrette participants. In addition, at least three major surveys have been completed in the tri-county area by highly skilled people. (1, 4, 7)

Recommendations derived from these studies and Charrette activities show remarkable consistency. Partici-

pation of the people through involvement in the Charrette has resulted in a show of concern for positive developments. As one student suggested, "Talk is good, but action is better." Many participants felt that sufficient data have been collected to warrant the development of a plan of action.

The three county reports (Loudon, Monroe, Blount) made in the body of this document are intended to encompass all school districts presently existing within the governmental boundaries of the respective counties.

The consultants wish to emphasize that the recommendations concerning facilities in each county and through cooperative endeavors which follow are not intended as solutions to all of the educational problems at every level throughout each county or the Little Tennessee Valley, nor are they exhaustive in terms of cooperative efforts needed to alleviate these problems. It will be apparent that some of these approaches have useful implications for the tri-county area whereas others are more geographically limited in their potential impact.

Blount County

Citizens from Blount County have expressed deep concern with the educational shortcomings which exist in their area. These shortcomings are enumerated in numerous surveys, particularly the succinct compilations of C. Kenneth Tanner, The Kentucky Study, The Temple Report, and the East Tennessee Development District Report. The major problems seem to center around school governance, vocational programs,

organization for high school education, communication, and the source and use of funds for schools.

It seems that citizens of Blount County want to encourage programs that will provide better utilization of present school facilities, discourage the dropout rate, encourage greater college attendance, and broaden vocational programs. Blount County should focus on: (1) merger of the three school systems; (2) broadening the vocational and technical programs by employing a vocational-technical director; (3) a feasibility study concerning new educational facilities; (4) sources and utilization of dollars for schools. The consultants wish to point out that any new construction in Blount County should be based on an educational plan. Then a reasonable program for construction and student travel could be determined.

The following alternatives regarding facilities are made:

1. Build three (3) new high schools in Blount County.

    a. Build a comprehensive high school to house present Everett High School, Porter High School, and Eagleton Junior High School. Estimated total to attend new school in the Rockford-Eagleton area, 1,200.

    b. Build a new high school to house present Townsend and Walland High School as well as some students who are now attending Everett High School. Estimated total to attend the school in the Townsend-Walland area, 800.

    c. Build a new high school to house present Lanier and Friendsville High School as well as some who are now attending other high schools. Estimated total to attend the school in this area, 1,000.

2. Build two comprehensive high schools to serve the total county close to Alcoa and Maryville High Schools.

3. Build one comprehensive high school for all high school students and interested adults in Blount County.

4. If Tellico project brings influx, think in terms of a joint (tri-county) operated comprehensive high school near point where three counties converge.

5. Set up one of the schools for 12-month operation with staggered starting and closing times for high school pupils and evening use by continuing adult programs, both vocational and non-vocational.

6. Provide adequate sites, athletic facilities, service facilities, outdoor instructional facilities, and development of educational specifications.

7. Make provision for adequate programs at all elementary schools.

8. Create immediately a vocational center.

Loudon County

Citizens from Loudon County have expressed deep concern with the educational shortcomings existing in their area. These shortcomings are enumerated particularly in the Temple, Tanner and the East Tennessee Development District surveys. The cause of the deficiencies seems more closely related to inadequate funding than to any other cause. The major problems seem to stem around deficiencies in educational program offerings, facilities to house such programs, revenue to initiate needed changes, and staff with which to support the needed programs.

Human resources are primary concerns in the development of the area. They are the primary concerns of industrial development since manufacturing, research, and

raw materials utilization is dependent upon an educated and skilled citizenry.

It seems that citizens of Loudon County want to encourage programs which take advantage of their new school buildings, discourage the high dropout rate, encourage greater college attendance, and provide for additional technical training for both agricultural and non-agricultural pursuits.

Loudon County citizens should focus on: (1) better utilization of existing facilities; (2) new educational programs, both academic and vocational-technical; (3) a survey of existing financial structure; taxes, federal funds, state and local foundations; (4) new and/or revised tax structure.

The following recommendations were made:

1. Attempt to gain immediate and short-range improvement through greater utilization of existing facilities.

    a. Open libraries and other facilities to students and lay citizens after school hours.

    b. Initiate adult evening programs including a high school diploma program.

    c. Offer needed vocational programs in existing shops and classrooms where feasible (Suggest Temple report as a basis for program selection).

    d. Explore possibility of utilizing existing facilities year-round.

    e. Build tennis courts at each high school.

    f. Use school for dances.

2. Initiate vocational programs for joint operation at Lenoir City and Loudon High School with transportation provided. No redundancy should exist in curricular offerings.

3. Consider the feasibility of building vocational additions at both high schools thereby making them comprehensive in curricular offerings.

4. Provide a student center for the high schools. Students should be involved in the center's operation and finance.

5. Plan a new elementary school for the Lenoir City area. The program should include industrial arts, crafts, and vocational guidance in addition to academic offerings.

6. Supoort the development of a tri-county program for the development of a perimeter high school which would include Greenback, Vonore, Lanier, and Friendsville High Schools.

7. Develop a master plan for both short and long range improvement of programs and facilities in each County. The plan should be developed for a ten-year period and should include program development and implementation sites, facilities, phasing (including time schedules) and finance. Existing documents such as the Tanner, Temple, East Tennessee Development District, Tennessee Valley Authority, and others will be helpful in developing such a plan. The plan should be updated at least annually.

Monroe County

Citizens from Monroe County have expressed deep concern with the educational shortcomings existent in their area. These shortcomings are enumerated in numerous recent surveys, particularly the Temple and Tanner reports. The cause of the deficiencies seems more closely related to inadequate funding than to any other cause. The major problems seem to center around deficiencies in educational program offerings, facilities to house such programs,

revenue to initiate needed changes, and staff with which to support the needed programs.

An exclusively public educational effort must inevitably overlay existing private educational resources, discriminating against the taxpayer by an exaggerated definition of the problem and significantly delaying an effective response to local educational needs.

It seems that cooperative effort between existing public and private institutions, namely the public schools in Monroe County and Hiwassee College, could result in the sensible use of resources.

The following seems fundamental to the realities of Monroe County: Given a depressed, largely rural economy with a limited tax base, a sparse population, scattered educational resources of limited size and scope, and a declining student expectation (if not changed by Timberlake), Monroe County and Hiwassee College should focus on: (1) developing the public-private educational base which exists in the county; (2) centralizing, insofar as practical, any additional facilities; (3) establishing multi-purpose programs which can respond adequately to modest numbers of applicants across a wide spectrum of educational needs.

Recommendations

1. Consider the possibility of including adult and continuing education programs in existing public school facilities. Consider expanding present vocational programs in present facilities. (See the Temple report).

2. A post-secondary vocational-technical center could be established at Hiwassee College to serve the area of the Little Tennessee Valley, encompassing those occupational fields in which courses are now offered (e.g., Industrial Arts, Home Economics, Aerospace Administration-Technology). These offerings should be expanded to include the fields of Engineering and Industry, Business and Data Processing, Health, Public and Social Services, and Audio-Visual Technology.

   The planning of programs and utilization of equipment should continuously involve the public affected. Similarly, the funding of these programs will require innovative and cooperative involvement of public (Federal, State, County) and private (Foundations, Industry, Individual) sources with the common objective of making these opportunities available to area applicants at small, nominal or no cost, depending upon the program pursued and financial need. It would appear that a significant range of offerings, utilizing existing facilities and augmented resources, could be made available by the fall of 1971.

   Simultaneously, a priority effort should be undertaken relative to the construction of a large, multi-purpose building complex expressly designed to house vocational-technical programs which could not otherwise be accommodated. Such planning should proceed with a view to achieving funding, programming and final design during 1971-1972 with construction and occupation scheduled for 1972-1973. As regards the funding of these facilities, a public-private effort is suggested including primarily the Appalachian Commission, the T.V.A. and Hiwassee College. Conceptual participation by all responsive community elements and state agencies, together with the consulting advice of educational experts in programs and facilities should precede the architectural planning.

3. The post-secondary vocational-technical programs and facilities projected above could be directly employed in providing interested secondary school systems the means of providing their students with a range and depth of occupational training experience which is not within their means school-by-school or even system-by-system. Secondary level vocational-technical courses would be programmed in cooperation with participating high

schools utilizing the facilities. The students would be bussed to the facility during the normal school day. This approach would present such students with a double-edged stimulant--the opportunity for work on the college campus and the challenge of a meaningful array of occupational studies. It should be emphasized that such offerings as Building Trades and Electronics could be offered in existing facilities to secondary students by the fall of 1971. The possibility may exist for Building Trades students to construct some faculty housing on the Hiwassee Campus under the direction and supervision of journeyman instructors. Such an effort would partially finance the program.

Secondary school offerings on the Hiwassee Campus would require innovative funding arrangements. These educational opportunities should be available to high school students at no cost other than possibly expendable personal supplies.

4. A regional educational materials center or service cooperative could be integrated into the Vocational-Technical Center--ultimately to include an educational TV facility--to make available to the public school systems of the Little Tennessee Valley the widest possible range of the constantly expanding media equipment and program materials available for secondary education.

   The National Audio Visual Association (NAVA) lists more than 1,100 items of equipment alone. Cooperative funding and utilization (with delivery by conventional and electronic systems) of the mushrooming variety, relatively expensive, educational aids, as opposed to single system or single school acquisition (of any but continuous-use items), is logically the most economical approach to obtaining these educational resources.

5. This entire facility (as exemplified by the inclusion of Educational TV) should be a <u>service</u> and a <u>training</u> resource to the area. It should be supportive in the mission of the secondary schools of the Little Tennessee Valley while executing a technical educational function at the post-secondary level.

   Logically then, this facility should be sponsored by a college indigenous to the LTV

area, geographically convenient, and purposefully committed to the upgrading of educational levels throughout this area. Tremont Environmental Education Center, near Townsend and Cades Cove in the Great Smoky Mountains National Park, is an example of arrangements responding to the specialized needs of the public school systems.

In regard to the proposed Educational Resources or Service Cooperative, it should be noted that Hiwassee College has already established a Dial-Access-Information-Retrival System on its campus together with associated TV and Tape capabilities with which it is acquiring a wealth of student-oriented staff experience. It is also pertinent that the college is strongly motivated towards the underachieving student. Its "Break Through Program" (partially funded through Title III of the Higher Education Act) is now is its second year. It contains both tutorial and group dynamics techniques, and includes noncredit student effort in courses ranging from study skills to remedial English and mathematics. The program has been successful in helping students break down emotional and psychological barriers to learning, evaluating attitudes that contribute to underachievement, and acquiring the basic skills essential to college level work. The techniques and skills developed by the faculty with regard to these programs may prove successful in removing the stigma attached to vocational training, especially if such training is conducted on a college campus.

The suggestions made in this report are offered as possible solutions to some of the existing educational inadequacies in Monroe County and the Tri-County area. The initiation of these conceptions would not preclude the development of the Timberlake project but would in the consultants' view expedite its realistic inception.

The Tri-County Area

There is a critical need for vocational and technical training in the tri-county area. Elementary, secondary, and post-secondary programs should be established to serve

students and adults who, in turn, serve community business and industry. Senior high schools should offer comprehensive programs which include a broad range of electives and extensive vocational offerings in addition to the required academic program. Elementary schools should offer industrial arts, vocational guidance and crafts in addition to academic offerings. Junior high schools should offer exploratory vocational courses. Pre-school and kindergarten programs should be initiated. There should be better opportunity for the youth of the tri-county region to become involved in constructive programs, serving their community. Arrangements for inservice training at all levels for teachers and administrators in the three counties should be instituted. Much of the success or failure of new or innovative programs is dependent upon commitment to inservice training and retraining of school personnel.

The following recommendations were made:

1. Districts within each county should merge into a single county system. Serious inequities in expenditure per pupil presently exist among the districts. Marked over-all savings could be realized by eliminating the duplication of services and facilities.

2. Those schools and services which are mutually beneficial should be operated through a tri-county educational cooperative. Vocational-technical offerings, programs for the handicapped, driver education, and a materials center are only a few of the many possibilities.

3. TVA should become heavily and actively engaged in the development of human resources in the Little Tennessee Valley. Support should include substantial financial and technical aid in an

effort to improve both curricular offerings and facilities. Initial priority should be given to the implementation of vocational-technical programs to be housed in existing facilities as well as new ones.

4. It is imperative that the three counties cooperate regarding the Timberlake project. Should the project be developed as proposed, Loudon County Schools would be swamped with students, but would have an insufficient tax base to cope with the problem. Blount County would have the same problem, although with less severity. Monroe County would contain the majority of the industry and the resulting high tax base. An attempt to operate the school systems under their present conditions would create educational chaos. However, Monroe County should not be expected to share revenue unless the system receives adequate services. The need for an equitable sharing of services and revenue is obvious. The following alternatives are offered:

   a. The three counties agree to and legally develop a cooperative plan for the equitable distribution of funds from the proposed municipality of Timberlake to the government thereby providing schools and other services for Timberlake employees and their families. A voucher system on a per pupil basis may be an alternative.

   b. State legislation should be enacted to assure an equitable balance of revenue dispensed for services rendered.

   c. T.V.A. should request Congressional guides to accompany the projected forthcoming appropriations with respect to revenue sharing of services rendered relative to the development of the Little Tennessee Valley Project.

5. The Charrette Steering Committee (or cooperative when organized) should bring together school officials, representatives from Hiwassee College, and other appropriate persons or agencies for the purpose of establishing vocational-technical programs in existing and proposed (Monroe County Report) facilities at Hiwassee College for both high school students and adults. The over-all plan should include a certification program for coordinators and supervisors of vocational

courses. The school systems should request assistance from business, industry and T.V.A. in an effort to locate prospective vocational teachers and finance their training.

6. The proposed cooperative should establish a tri-county training center, conveniently located near the heart of the region. This center could provide needed vocational and technical training as well as special programs for the physically handicapped, the exceptional child, and others. Care should be taken that offerings are not unnecessary duplicates of other area offerings.

7. Serious consideration should be given to the development of a perimeter comprehensive high school near the three county line. This school would serve communities adjacent to Timberlake; namely, Vonore, Greenback, Lanier, and Friendsville. Existing small centers in the area could be closed. The perimeter high school would seem to be a prudent investment for all three counties. Blount County would reap significant benefits since about 60% of the student body would consist of Blount County students. Of course, the other counties would reap proportional benefits. Assuming the possibility of construction cost being shared equally by ARC, TVA, and the three counties, the economics of the plan become obvious. Funding and programming such a facility should be completed by 1971-1972 and design and construction completed in 1974. The facility could be operated by the tri-county cooperative.

8. TVA should set aside school sites in the Timberlake area commensurate with anticipated needs.

9. Each of the three counties should develop a 10-year master plan for the improvement of educational programs and facilities. The plan should indicate programs and facilities needed, sites, phasing and cost projects. "Timberlake", is an obvious variable which could slow down the respective plans dramatically. The plans should be up-dated at least annually.

10. The three counties and TVA should openly and candidly reveal their plans through the proposed cooperative so that common problems may be resolved and the possibility of redundancy in programs and facilities may be reduced.

11. Any cooperative effort involving a significant

outlay of funds should be preceded by a feasibility study.

12. Architectural design and construction of all new facilities or major renovations of old buildings should be preceded by careful educational planning.

STUDENTS

The comments which follow are based on conversations held with Charrette participants from each of the three counties collectively. This section was prepared from the individual reports of the following consultants: Dr. Russell French, Mr. Ralph Balyeat, Dr. John R. Kinghorn, Dr. William Feltner, and Dr. Michael Nunnery.

This section is primarily directed toward identifying areas of student concern in the three counties that compose the Little Tennessee Valley--Blount, Loudon, and Monroe. The data presented in this report should be evaluated in terms of identification of these needs and are not intended as a criticism of any system or county. The data are pertinent, however, as they strongly point to many of the students' concerns. Through recognition of these concerns, it is anticipated that each individual system and the combined efforts of the counties can be instrumental in alleviating any major educational deficiencies.

Although there are many subproblem areas, some of which will be noted later, the real problem or issue appears to be one of communication. The most striking fact in observing the verbal interaction between local school personnel and students was that educators do not listen. Educators were so compelled to defend the status quo that they were incapable of listening to what was really being said. One had only to observe the sessions to note that

"acceptable" channels of communication are not, in reality, available to students.

The students, as most consultants noted, were well-disciplined people. In no way could they be classified as militants or radicals; but, they do want a legitimate voice--they want to be heard. Some of the problems and suggestions they offered are as follows:

Curriculum

1. Greater variety of program offerings. This applies not only to vocational-technical offerings but includes college preparatory.

2. Instructional materials--basic materials are not adequate, textbooks are not up to date. New materials and equipment will make it possible to implement a variety of curriculum offerings and support existing programs.

3. The arts--art, music, and drama--and related programs are not adequate in providing sufficient opportunities for those interested or for those who could become interested in the future.

4. Increased flexibility in scheduling independent study programs. Distributive education, distributive occupations, co-op programs, formal and informal learning experiences are needed.

5. Narcotics education is needed.

6. Mini-courses of high student interest should be made available. The time assigned courses would vary.

7. Not all students need to learn the same things. Students come to school with different interests, abilities, needs, and concerns. Students and staff should investigate ways to individualize instruction and vary the curriculum.

Physical Facilities

1. Facilities that will house a comprehensive program are needed.

2. There is a need for more extensive utilization of present facilities to provide for the needs of the students enrolled in the daytime as well as possibly to offer coursework in the evening.

3. High schools do not need to operate for only nine months at seven hours per day--facilities are inadequately used.

Extra-Curricular Activities

1. More recreational facilities are needed such as a student center, tennis courts, and intramural activities.

2. Changes should be made in the length of lunch periods and time permitted for club meetings. Coke machines should be made available in lounge areas.

3. Students need a greater voice in school activities.

4. Many students expressed interest in community service projects for credit.

5. Much interest was shown in the year-round school because of the lack of extra-curricular activities and more leisure time.

Other Concerns

1. Students indicated a need for an instructional materials center and a system of distributing materials to schools.

2. Some students suggested administrative consolidation of the seven school systems into three systems.

3. Students were concerned with "specific programs for preschool children that identify family problems and needs, decreasing the age entrance requirements for kindergarten; the education of parents to preschool child needs; the use of

high school student involvement in these programs; and the possibility of an educational park for the three-county area."

4. One suggestion was that a recreational center for the tri-county area be built on an activity fee basis.

5. A centrally located special education center for the tri-county area where all school systems could use the services as needed.

Additional suggestions the students proposed are as follows:

1. The student body, as represented by their student council, would like to select its own student council faculty sponsor. The current feeling is that a faculty sponsor, appointed by the administration, is totally a puppet of the administration and is there only to function as a controlling agent. Specifically, they are saying that this person, appointed by the administration, will not go to bat for their ideas.

2. The students are requesting a vehicle by which they can inject meaningful, perceptive ideas into the decision-making process. One suggestion for partially achieving this goal was to establish a mechanism whereby the student council could meet with the local school board members in a mini-charrette atmosphere. The same type of mechanism could also be established to promote communication between and among students, parents, and school administrators.

3. The students realistically recognize the absurdity of mandatory study halls. In essence, most of them recognize baby sitting when they see it. The students would like a greater latitude of freedom of decision whereby one could go to the library for research or pleasure, do independent study, remain in the study hall to work or go to a student lounge for recreation, light reading, or simply to engage in a bull session. The space is obviously available in most of the schools.

4. The students expressed serious doubt that a hardwood gym floor would wear out from use. Undoubtedly, the floor would get scratched and its luster might not be quite as brilliant if it were

made available for other activities, but one suspects that this would hardly impair the ability to play basketball upon it. In regard to making the gym an educational facility and not just a spectator arena, the students would like to use the gym for their dances, for science, home economics, exhibits, and recreation; in general, as they perceive uses of the facility. The students would like the gym to be open in the evening and on weekends for socializing and recreation.

5. There is a need for vocational guidance at an early age, i.e., pre-high school.

6. There should be a student (non-voting) representative on the school boards. Students in each high school should designate their representative.

The need for active involvement of students in community life was a well-established point. The teenagers in the counties feel alienated from the adult community. Youth-adult communication is a very real problem. Students want at least a non-voting seat on the school board and possibly the county court. They want more opportunity to set their own standards of conduct and then enforce them.

Some other ways in which students suggested involvement was through volunteer work at hospitals, serving as teachers' aides, and working with underprivileged and handicapped children. The one thing constantly referred to at student meetings was a plea for more understanding and more listening between students and administrators, between students and teachers, and between students and parents.

In the category of curriculum improvements, the students again were very concerned. They were not satisfied with only the state minimum requirements in basic education courses. Students wanted more variety of courses

in areas such as art and music, behavioral sciences, sex education, and foreign languages. Citizens were concerned that graduates are not well enough prepared for college.

The consultants emphasized that meeting student needs is of paramount importance in today's education. They suggested that there should be less concern with rigid, specific rules currently employed and more concern with independent study programs, flexible scheduling, better use of school buildings, after hours programs for all age groups, and the use of mini-courses to broaden the curriculum.

Students and teachers alike expressed extreme dissatisfaction with study halls. Students suggested that study halls be optional for students and that mini-courses, independent study, and free time be considered as alternatives. The students say they are bored, frustrated, and pressured. These attitudes have implications for all students, teachers, administrators, and parents.

ORGANIZATIONAL NEEDS

The comments which follow are based on conversations held with Charrette participants from the three counties individually and collectively. This section was prepared from the individual reports of the following consultants: Mr. James Leonard, Mr. Carson Boone, Mr. John Rogers, Dr. Donald Brown, and Dr. Russell French.

Blount, Loudon, and Monroe Counties are related economically, physically, socially, and geographically. The Little Tennessee Valley Charrette demonstrated another major commonality--that of educational needs. The parents, teachers, students, lay citizens, school administrators, and consultants that supplied the total Charrette input have indicated a definite and urgent need for curriculum improvement.

Among the concerns expressed throughout discussion periods were: Relatively high youth unemployment; school dropouts; one-fourth of the high school graduates entering college; and business and industry's needs for job-entry skills. From these discussions, the decision was reached that program expansion was important to the future of the Little Tennessee Valley. Technology and mechanization in agriculture, business, and industry have created vast changes in the educational needs of youth to prepare them as contributing and participating citizens. These changes

have been rapidly accelerated in the Tennessee Valley during the past 20 years. On a nationwide basis, young people have found themselves unable to compete for jobs. Employers requiring special skills had to look elsewhere for prospective employees. It seems that education must be placed in the hands of citizens if they are to compete with the highly specialized demands of industry and society, today.

The Charrette has suggested the importance of pre-school, elementary, secondary, adult, post-secondary programs with increased emphasis on vocational guidance and pre-vocational exploratory programs in the junior high and elementary grades.

Such a diversity of programs, to be initiated within seven school districts, undoubtedly will require some careful planning and organizing to provide maximum use of the existing facilities, funding, and involvement of resources outside of formal education. Throughout the Charrette a strong desire for cooperation in attempting to solve the educational problems of the Little Tennessee Valley was evident among the citizens, students, and educators alike. An organizational refinement is recommended which might be desirable to improve the cooperative involvement of the seven school systems.

Recommendations for Area Organization: Formation of an Educational Cooperative Among the School Systems in Blount, Monroe, and Loudon Counties, Tennessee

It is proposed that the school systems involved in the Little Tennessee Valley Charrette form a confederation

of local school districts to be called the "Little Tennessee Valley Educational Cooperative." It is further proposed that this educational cooperative be formed under the General Act of the General Assembly of the State of Tennessee known as the "Educational Cooperation Act," Public Chapter No. 511. This act permits "Boards of Education the most efficient use of their powers by enabling them to cooperate with other localities on a basis of mutual advantage and to thereby provide educational services and facilities in a manner that will accord best with geographic, economic, population, and other factors influencing the needs and development of local educational facilities and services."

The Little Tennessee Valley Educational Cooperative should be designed so that a high degree of local participation is utilized. The development of local involvement in the formation, planning, financing, and operation of the Cooperative is essential. The primary purpose of the Cooperative should be to provide specialized educational services on a regional basis so that a high degree of equality in educational opportunity can be achieved and advanced educational practices can be introduced and sustained. The Cooperative should perform those specialized services, which school systems are not able to perform efficiently themselves or those which could be performed through a pooling of human and material resources.

The Cooperative should provide maximum economic conditions, effect better utilization of resources, and

improve cost effectiveness of educational programs.

It should be emphasized that the Cooperative would not be a superstructure between the State Department of Education and local school system--nor a structure imposed upon the existing local school systems. The Cooperative should be viewed as a structure created by the local school systems, serving at the discretion of the local educational agencies.

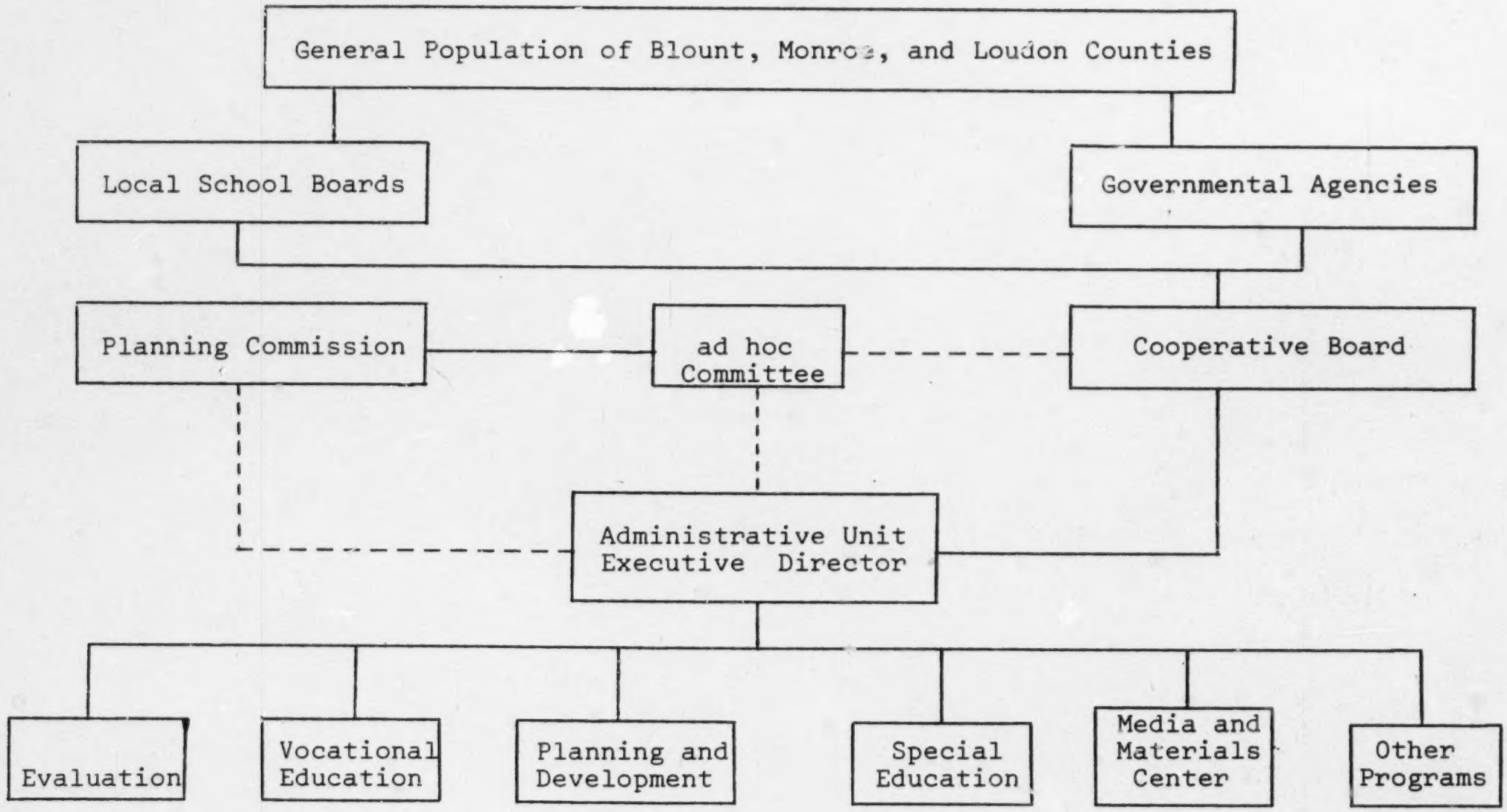
Some of the functions that should be included in the Cooperative would be planning, research, development, evaluation, and services through commonly operated programs of inservice education, vocational education, special education, supplementary media and materials, early childhood education, driver education, educational television, shared teachers and consultants, the use of technological innovations for delivery of programs, and so on. The Tennessee State Department of Education and colleges and universities should participate with the local school systems in responsible roles in the planning and execution of these functions.

Governance (See Pages 47 and 48)

It is recommended that the Cooperative be a 10-member board of control; one member to be elected from and by each of the seven local school boards within the Cooperative and one member to be elected from and by each of the three county courts within the Cooperative. Each member shall be elected for a two-year term. This board

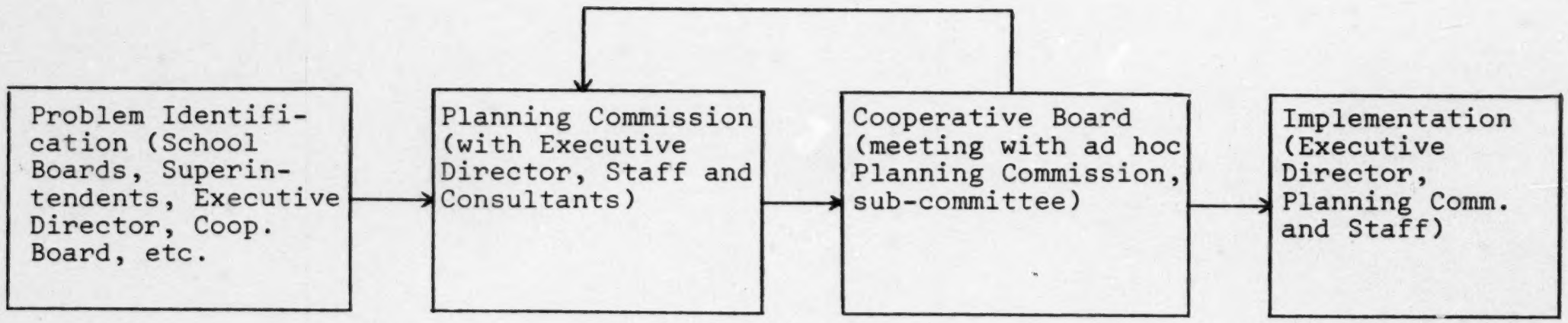
ORGANIZATIONAL CHART

LITTLE TENNESSEE VALLEY EDUCATIONAL COOPERATIVE



DECISION MAKING FLOW CHART

LITTLE TENNESSEE VALLEY EDUCATIONAL COOPERATIVE


Problem Identification (School Boards, Superintendents, Executive Director, Coop. Board, etc.
Planning Commission (with Executive Director, Staff and Consultants)
Cooperative Board (meeting with ad hoc Planning Commission, sub-committee)
Implementation (Executive Director, Planning Comm. and Staff)

of control should be called the "Cooperative Board." In case of ineligibility or death the local school board or county court from which the vacancy occurred would elect a replacement to fill the unexpired term. If a Cooperative Board member, for any reason, is unable to maintain his status as a local school board member serving the local school board from which he was initially elected, or a county court member is unable to maintain his position as a member of the county court from which he was initially elected, he shall be considered ineligible. The Cooperative Board shall elect its own chairman, appoint the Executive Director of the Cooperative, set policies of the Cooperative, employ and discharge staff, and approve the annual budget. The board of control should be compensated for travel expenses by the Cooperative at a rate to be determined by the constituent school boards when money becomes available.

Planning Commission

A Planning Commission for the Cooperative should be formed including the superintendent, or his appointed delegate, of each of the local school systems involved in the cooperative, seven county court members (three from Blount County, two from Monroe County, and two from Loudon County) appointed by the respective county judges; four city council members (one each from Maryville, Alcoa, Sweetwater, and Lenoir City) appointed by the respective Mayors; one State Department of Education representative

appointed by the Commissioner of Education; three higher education institution representatives (one each from Hiwassee College, Maryville College, and the University of Tennessee) appointed by the respective Presidents; one representative from the East Tennessee Development District appointed by the ETDD Executive Director; and other agencies and interested persons to be appointed by the Cooperative Board on an ad hoc basis. All Planning Commission representatives would have an equal vote.

The Planning Commission should meet at least bi-monthly with the Executive Director to develop plans and recommendations to the Cooperative Board. The Planning Commission and Cooperative Board should also meet together as deemed necessary. Ad hoc committees from the Planning Commission should meet with the Cooperative Board to present and discuss proposed projects, set priorities, and so on. The Executive Board should have the authority to "poll" the Cooperative Board for "sudden proposal applications" or emergency actions deemed necessary to the Planning Commission to meet "deadlines."

Executive Director

The Executive Director should be appointed by the Cooperative Board and have minimum qualifications of a Master's degree in a related field of education. The Executive Director should have the authority to make nominations for staffing, subject to the approval of the Cooperative Board. He should prepare the annual budget to

be submitted for approval by the Cooperative Board and to each local school board. He should meet with the Planning Commission to develop plans and help establish priorities to be approved by the Cooperative Board.

Financing

Local school systems should enter into contract with the Cooperative Board for the provision of special services. Any cost incurred by the Cooperative above and beyond available state, federal, or foundation gifts or grants should be prorated on an average daily membership basis or on the ratio of students who will receive services. The Cooperative should be permitted to receive grants and gifts from the State of Tennessee, federal government, and foundations. Careful consideration should be given to the possibility of prorating costs on a "weighted" average daily membership based upon an index of local ability to pay. Initially a local school system should be designated as the fiscal agent for funds which cannot be sent directly to the Cooperative but must be received by a local education agency.

Further Recommendations

The Cooperative Board should give careful consideration to the establishment of policies, the determination of whether local or cooperative policy concerning the cooperative staff should be operable when working within a local school system and problems of retirement benefits, fringe benefits, and tenure.

Intermediate Goals

1. It is recommended that the cooperative take action on the following areas of concern immediately:

   a. Planning for the establishment of a high school located at the junction of the three counties.

   b. Expansion of the vocational education opportunities through existing secondary programs and/or the establishment of a common vocational center.

   c. The development of a cooperative special education program which would include speech and hearing, psychological diagnosis and treatment, socially disturbed or maladjusted problem areas, and so on.

   d. Formation of a media center and/or development of a special program to aid teachers in multi-media utilization.

   Other projects that could be developed as funds become available are course sharing, personnel sharing, teacher training (in-service and continuing), administrator training, driver education, and adult basic education.

2. It is recommended that the county boards of education establish a Local Planning Commission including representatives from various governmental agencies, the superintendent's office, leading business concerns, and interested parents and students to look at some of these broad areas of concern and develop plans and alternatives to be presented to the school board and county court for consideration. Representatives from this local planning commission could be members of the Tri-County Planning Commission and/or the educational cooperative. This would insure that local planning would not conflict with tri-county planning in the areas of facility construction, program offerings, and the development of the Timberlake project.

3. Analyze existing educational programs, vocational-technical opportunities, financial and tax structure, and existing facilities.

4. Tax revenue strategies should be considered in order to eliminate the impact of industry on a single county.

5. It seems evident that major changes must come about in the tax structure in order to meet part of the needs outlined. Citizens and consultants felt (with strong conviction) that TVA should assist in developing the needed educational programs and facilities. Such assistance should include significant financial and technical support.

6. Before a "cooperative" or a "consolidation" is finalized, it might be best if an extensive inservice project were undertaken with (a) administrators, (b) school board members, (c) teachers from the seven systems. This project might last from three to six months. School board members should focus primarily upon policy-making but also be introduced to the activities and areas being covered by administrators and faculty. Administrators would concern themselves with innovative approaches to organization and instructional leadership and curriculum reform, but would spend time on the concerns of school boards and teachers. Faculty personnel would be introduced to alternative modes of classroom organization, instructional innovations, and so on, and would also become familiar with the activities and problems of the school board and the administration.

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APPENDIX A

LITTLE TENNESSEE VALLEY CHARRETTE STEERING COMMITTEE

Executive Committee

Mr. Curtis Monger, Chairman
Mr. L. N. McDowell, Superintendent Monroe County Schools
Dr. Frank McClelland, Maryville College
Dr. William Day, Temporary Director of Charrette Activities
Mr. John W. Vroon, Acting Director, Post Charrette Activities

Blount County

Akins, Mr. Gene
Borden, Mr. Wilson
Clark, Mrs. Ben
Edwards, Mr. Charles
Faulkner, Mr. Kenneth
Garner, Mrs. Nettie Mae
Goddard, Senator Houston
Gooden, Mr. Leroy
Hafner, Dr. Arthur H.
Haney, Miss Mary Ann
Hatcher, Mr. Louis
Howard, Judge Asher
Kerr, Mr. John A.
Kintner, Dr. Elgin
Lindsey, Mrs. Ova
McCammon, Mr. Bob
McCartt, Rev. J. Spurgeon
McClelland, Dr. Frank D.
McDade, Mr. Hugh T.
McKenzie, Mrs. Adele
McNeill, Mr. Stewart
Milton, Dr. E. O.
Montgomery, Mr. Creed
Mullins, Mrs. Stephen
Richardson, Mr. Marion
Sentell, Mr. Fred
Stephens, Dr. Harley
Stewart, Mr. J. P.
Stone, Mr. Dean
Tippins, Mr. Kenneth
Tucker, Mr. James H.
Walker, Mr. David
Walker, Mr. Donald
Walker, Miss Marilyn

Loudon County

Adams, Mr. H. M.
Bailey, Mr. James
Buckner, Mr. Guy
Dukes, Mr. A. C.
Foster, Mr. Henry
Gillander, Mr. Alexander
Henry, Mrs. Tom
Kinser, Mr. Ted
Littleton, Mr. Billy Joe
Matlock, Mr. William
McGhee, Mr. James L.
McKinney, Mr. Vernon
Monger, Mr. Curtis
Myers, Mrs. Lowell
Price, Mr. Lee D.
Sproul, Judge Harvey

Monroe County

Barker, Dr. Horace
Benton, Mr. B. D.
Daugherty, Mr. Ed
Gaines, Mr. John H.
Hall, Mr. Charles
Kennedy, Judge J. P.
Kiger, Mr. Eugene C., Jr.
McDowell, Mr. L. N.
Pardue, Mr. Earl
Pennington, Mr. Robert J.
Sloan, Miss Ida Lou

Other

Barnett, Mr. Robert
Brown, Dr. Don
Day, Dr. William
Evans, Mr. Hassel
Greenwood, Mrs. Kathryn B.
Hankins, Mr. Ben
Henry, Mr. William F.
Hyke, Mr. Larry
Leonard, Mr. James R.
Myers, Dr. Wayne
Peccolo, Dr. Charles
Pomeroy, Mrs. Pat L.
Smith, Mr. John
Temple, Dr. Charles
Tidwell, Mr. Steve
Trotter, Dr. Charles, Jr.

APPENDIX B

CONSULTANTS
LITTLE TENNESSEE VALLEY CHARRETTE

Elementary Education and Services

Mrs. Hilda Avant, Supervisor
Early Childhood Education
Cleveland Community College

Dr. Roger Frey
College of Education
University of Tennessee

Dr. Jon Rye Kinghorn
Institute of Development of
Educational Activities, Inc.

Dr. Cyrus Mayshark
Associate Dean
College of Education
University of Tennessee

Mr. James Roembke
Deputy Assistant Director of
Civil Defense
Department of the Army

Dr. Robert Thurman
College of Education
University of Tennessee

Secondary Education and Services

Mr. Carson Boone, Jr., P. E.
Field Engineer
Dept. of Health, Education
and Welfare

Dr. E. Dale Doak
Assistant Dean
College of Education
University of Tennessee

Dr. William Feltner
Associate Professor and
Director EPDA
The University of Georgia

Dr. Russell French
College of Education
University of Tennessee

Miss Harriett L. Gill
College of Education
University of Tennessee

Dr. Robert Howard
College of Education
University of Tennessee

Dr. Mike Nunnery
Professor of Educational
Administration
University of Florida

Dr. F. M. Trusty
Dept. of Educational
Administration and
Supervision
University of Tennessee

Dr. Garry Ubben
Dept. of Educational
Administration and
Supervision
University of Tennessee

Dr. W. W. Wyatt
College of Education
University of Tennessee

Adult and Continuing Education

Mr. Ralph Balyeat
Bureau of Educational Research
and Service
University of Tennessee

Dr. Margaret M. Clarke
Oak Ridge, Tennessee

Dr. O. C. Stewart, Dean
Division of Extended Services
Tennessee Technological
University

Mr. James Leonard
Bureau of Educational
Research and Services
University of Tennessee

Dr. John Peters
Department of Higher
Education
University of Tennessee

Vocational and Technical Education

Dr. Donald Brown
The University of Tennessee

Mr. Stewart Daniels, Director
Architectural and Engineering
Services Center
The University of Tennessee

Dr. Charles Temple, Director
Institutional Research
The University of Tennessee

Educational Facilities, Transportation and Finance

Mr. John W. Anderson
Executive Director
East Tenn. Development District

Dr. Kermit Bowling, Director
Maintenance & Operation
State Department of Education

Dr. Cavit Cheshier
Tennessee Education Association

Dr. Ralph Finchum
Sevierville, Tennessee

Mr. Roy Knight
College of Architecture
University of Tennessee

Mr. Bill Orr
Knox County Schools

Mr. John Rogers
Rogers, Nagel, Langhart
Architects
Denver, Colorado

Dr. Dewey Stoll[illegible]r
Dept. of Educational
Administration and
Supervision
University of Tennessee

Dr. John Tunstall
Educational Research Assoc.

APPENDIX C

PRE-CHARRETTE, CHARRETTE, AND POST-CHARRETTE COMMITTEES LITTLE TENNESSEE VALLEY CHARRETTE STEERING COMMITTEE

Consultant Committee

Buckner, Guy, Chairman
Daugherty, Ed
Faulkner, Ken
Henry, Mrs. Tom
McDowell, Dr. L. N.
Milton, Dr. Ohmer
Stewart, J. P.
Stone, Dean

Demographic Committee

Tippins, Ken, Chairman
Borden, Wilson
Brown, Don
Edwards, Charles
Hall, Charles
Kintner, Dr. Elgin
Pardue, Earl
Pennington, Robert
Tucker, James
Walker, Marilyn

Educational Cooperative Committee

McClelland, Dr. Frank, Chairman
Buckner, Guy
Day, William
Gooden, Leroy
Leonard, James
McDowell, L. N.
Monger, Curtis
Myers, Dr. Wayne
Stephens, Dr. Harley
Stewart, J. P.

Finance Committee

Stephens, Dr. Harley, Chairman
Goddard, Houston
Kinser, Ted
McDade, Hugh T.
Milton, Dr. Ohmer
Walker, David

Housing and Scheduling Committee

Dukes, A. C., Chairman
Atkins, Gene
Gaines, John
Garner, Miss Nettie Mae
Gooden, Leroy
Lidvall, Mrs. R. E.
Lindsey, Mrs. Ova
McCartt, Rev. Spurgeon
McGhee, James
Montgomery, Creed
Sentell, Fred
Stewart, J. P.

Perimeter Comprehensive High School Committee

Dukes, A. C., Chairman
Bowling, Dr. Kermit
Day, Dr. Bill
Evans, Mr. Hassel
Gooden, Mr. Leroy
Irwin, Mr. Frank
Kennedy, J. P.
Leonard, James
McDowell, L. N.
Myers, Wayne
Poole, Mr. Wendell
Sproul, Harvey

Publicity Committee

McKinney, Vernon, Chairman
Benton, B. D.
Faulkner, Ken
Hatcher, Louis
Lloyd, Fred
Lynn, Bruce
McDade, Hugh T.
Stone, Dean
Walker, Don

Purposes and Objectives Committee

Monger, Curtis, Chairman
Atkins, Gene
Buckner, Guy
Day, William
Dukes, A. C.
Hankins, Ben
Leslie, Pat
McClelland, Frank
Rutland, John
Stephens, Harley

Student Committee

Lynn, Bruce, Chairman
Bandon, Michael
Brewer, Patsi
Brooks, Nancy
Brown, Connie
Brown, Rhonda
Carringer, David
Clark, Mrs. Ben
Cook, Christine
Freedman, Norma
Gaines, Mr. John H.
Hall, Pat
Hammontree, Kathy
Hammontro, Tim
Haney, Mary Ann
Heron, Jack
Herbert, Angela
James, Wesley
Johnson, Tommy
Kirkland, Sarah
Leuze, Robert
Lindsay, Carolyn
Long, Mike
Matthews, J. A.
McCammon, Bob
McCullough, Junior
McKinney, Janey
Myers, Mrs. Lowell
Reagan, Cheryl
Richardson, Marion
Sloan, Jim
Sloan, Oda Lou
Smith, Suzie
Tippins, Kenneth
Tucker, David
Waller, Marsha
Wilde, Lynn

Vocational-Technical and Continuing Education Committee

Hyke, Larry, Chairman
Brown, Don
Temple, Charles

APPENDIX D

SUPPORTING AGENCIES
LITTLE TENNESSEE VALLEY
CHARRETTE STEERING COMMITTEE

Appalachian Educational Laboratory

Kincheloe, Dr. James
Monthe, Mrs. Karen
Seyforth, Dr. John

Civil Defense

Daniels, Mr. Stewart
Roembke, Dr. James

Hiwassee Junior College

Barker, Dr. Horace
Benton, Mr. B. D.
Kiger, Dr. Eugene

Tennessee State Department of Education

Evans, Mr. Hassel
Moore, Mr. H. Claude
Poole, Wendell L.
Smallwood, Mr. Felix

Tennessee Valley Authority

Myers, Dr. Wayne

U. S. Office of Education

Trotter, Dr. Charles